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Federal Extension Service
United State Department of Agriculture

REPORT OF THE HOME ECONOMICS SECTION

International Conference of Extension Leaders

South Dakota State University

August 1-13, 1965

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Report of the Home Economics Section

International Conference of Extension Leaders
South Dakota State University
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Introduction

The Home Economics section met for 5 sessions, as did the other 3 sections of the conference.

Participants in the Home Economics Section were:

Argentina-----Angela Scarpati

Brazil-----Maria De Lourdes Palmer

Denmark-----Mrs. Else Elbaek Holm

Haiti-----Mrs. Laurette Jean-Pierre

Malagasy-----Marie Alvine Razaimanana

Mexico-----Mrs. Maria Elena Jiminez

Paraguay-----Nora Cebotarev

Portugal-----Mrs. Lugia Edith de Azevado

Republic of China-----Mrs. Anna Li

Turkey-----Mrs. Gulumser Tol

Upper Volta-----Noele Ouedrago

United States-----Dr. Mary Frances Lyle

Dr. Margaret Browne

Discussion Leader-----Eunice Heywood

Recorders-----Marie Hendershot and Helen Strow

At the first session the group decided they would use the first 4 sessions to discuss problems common to all and the 5th session to assemble a report. The following 4 problems identified were:

- 1 - How to inform people about home economics.
- 2 - Program development.
- 3 - Staff training.
- 4 - Using specialists.

The group followed the plan of having reports of procedures and methods used in different countries and then identifying principles all could agree upon. Each representative decided problems she wished to report on.

Topic I - How to Inform People of Home Economics.

It was agreed by all that the problem of explaining the contributions of the home economics phase of an Extension education program is one that plagues extension workers in every country. There are several reasons for this:

- (1) The duties of the woman in the family, including care and feeding of the family, rearing the children, care of the house, have long been associated in the minds of many people with skills handed down from mother to daughter. For outsiders to propose education in these areas is considered meddling with family affairs.
- (2) In every culture there are traditional feelings about who should influence changes which may effect value of the culture. The idea of a trained woman from outside the family influencing change is new.
- (3) Many people do not understand the breadth of home economics. Many see it as only dealing with cooking and sewing skills.

Today many realize that home economics has a real contribution to make to agricultural, economic and social development in a country and grope for ways to express the many facets of home economics. Women employed as Extension workers daily are faced with the problems. Agricultural Extension agents, administrators and supervisors also seek effective ways to tell of the importance of home economics extension.

Mexico

Mrs. Marie Elena Jimenez of Mexico is in the process of building up her staff. At present there are 157 Home Economists working in 9 states and the central government. Only 20 of these are paid for by the central

government. For the additional 137 she has had to convince governments of States of rural organizations of the importance of the work of home economics in order that they will pay salaries.

Mrs. Jimenez described her procedure in this process of convincing governors. She said that she calls on a governor with a letter of introduction from the Director of Agriculture or the Federal Minister of Agriculture or the Federal Minister's representative in the State goes with her to introduce her. She expresses the greetings of the Federal Minister and then goes right to the point because the governor is very busy. She may say, "I have come to talk with you about a program of home economics extension oriented to farm communities in your State." She will go on and describe programs in other States that are being carried on with the cooperation of the governors, illustrating them by showing photographs of the work. She tries to do this quickly so he will have time to ask her questions. He usually asks what kind of personnel will be involved. Her photographs help to answer this, but she also explains that they select women who have been trained to be teachers and that they use a questionnaire to select the girls in each State. She tells him they have a training course of 4 months to train the new workers. Photographs of training courses in other States help to make clear the type of training given. The governor is expected to pay for the training course in each State. She often closes her first interview by saying, "I wish very much we could do this type of work in your State. It is necessary for families to raise their standard of living. I have seen it improve this and also improve agriculture. I hope you will give it your consideration."

Mrs. Jimenez leaves it to the governor to call her back for a second conference. However, if he does not within a reasonable time the Minister of Agriculture's representative in the State may take the initiative in asking for another interview.

For the second visit, Mrs. Jimenez prepares a budget for 10 agents, which she discusses with the governor if he seems interested. One item of the budget is for the 4 month training course which she explains must be for more than 10 women because they usually lose a few. The governor usually agrees to pay for one year but, also he usually continues for the duration of his term in office. As governors are elected for 6 years she tries to see a governor after he has been in office about a year.

Sometimes on the second visit, Mrs. Jimenez shows the governor a film on home economics Extension work in other parts of Mexico. To do this, the Representative of the Ministry of Agriculture arranges to show it near the governor's office and invites him to see it.

In one State Mrs. Jimenez was so successful that when asked for 10 agents the governor said he would take care of 20 agents and stated that he thought this was so important he would take Mrs. Jimenez to meet the board of directors of an agricultural organization. He explained to them the importance of the home economics Extension program, and they agreed to pay for 20 additional agents.

Portugal

Mrs. de Azevado told how she explains a home economics Extension program by inviting a governor to another region where there is already a program in order to show him what is being done. She likes him to see demonstrations and an exhibit. Girls or women stationed in the exhibit explain to the governor what they have done. The governor's wife is important and often by showing her the work in another region support for a program can be secured.

In Portugal they have 50 Mobile units for home economics and Agriculture. A home economist and an agriculturalist are assigned to each unit. These mobile units are moved from village to village, and courses given 3-6 months for which they may have as many as 60-90 students. At the end of the course they have an exhibit of the finished work, and invite officials to see the work. After they observe the results they often want the work to be continued in the area.

Republic of China

Mrs. Li of China showed a film, "Taiwan Woman's New Day," which portrayed the various phases of the home economics Extension program in Taiwan.

She explained that they have had several copies of the movie made so that they are available to all workers to use. The films are used to show to groups of people to get their interest and support. They also are using slides in the same way in Taiwan.

Argentina

Miss Scarpati described a visual used for explaining what home economics is. She started off by saying that in Latin America, science is highly respected, but the home is so common it is overlooked. Then with blocks she built a house. First she placed the floor. This is the sciences she explained on which all home economics is based. Next the 4 walls were added. These are to protect people. They must be related to each other, and none can stand alone. The walls were Nutrition, Child Development, Clothing and Housing.

The nutrition wall she described more in detail as being made of bricks of meal planning, food nutrients, etc.

Then, over the walls she placed the ceiling which was human relations. The people who live inside the house must have unity.

On top of the ceiling was placed the roof called home management, which consolidates goals, decisions and use of resources.

Finally, the windows were added to give the family access to the community.

This has been used with Extension people and lay people to explain home economics.

South Dakota

Dr. Lyle showed a planned graph which they use with program planning committees, service clubs, etc. to explain home economics Extension work.

United States

Dr. Browne showed the new leaflet "Extension Home Economics - How It Works" which is being used widely in the United States.

The following principles were identified as common to all.

1 - It is first essential that the words "Home Economics" or other words used by the Extension Service within each country be clearly understood by all extension workers.

2 - When informing people about home economics Extension programs the subject matter should be explained in relation to the solution of problems which they recognize, for example health, child care, housing, etc.

3 - Methods to be used should fit the specific interests of the people to be reached. For example:

a - government officials at all levels.

b - national or State leaders of organizations that might provide cooperation or financial support.

c - heads of agencies having related interests such as health, education, social affairs, and community development.

d - farmers

e - homemakers

4 - The traditional social customs, status of women, economic situation, degree of literacy of each individual or group must be considered when explaining home economics Extension work.

5 - Many contacts and several methods may be required before complete understanding and cooperation is achieved.

Topic II - Program Development

Haiti

Mrs. Pierre described the expansion of the home economics Extension program in Haiti since its beginning in 1940. Extension Centers located in a village, and staffed with an agriculturalist and a home agent are the focal points for local programs. From a beginning of 3 centers they have grown to 150 today, 29 of which have home agents working in them. Home agents work with 1800 girls enrolled 4C Clubs, 500 women in homemakers clubs and others who come to the centers for instruction.

The overall objective of the home economics Extension program is to improve the standard of living. Adult programs are planned jointly by the women concerned and the agent. Programs emphasize Nutrition and Home Improvement without neglecting other areas. Nutrition has been stressed because of the shortage of protein and vegetables in the diets. The establishment of home gardens is one of the main projects.

The success of the program is evidenced in the fact that recently a delegation came from a remote area to ask for an agent, and also 2 communities have built centers in order to have agents work with them.

Brazil

Miss Palmer explained that in Brazil they have a long time program which started in 1960, and ends in 1965. They are now preparing a plan to begin in September. This is true not only of their national program, but also State programs which are based on county programs.

In all the local offices they study to know the problems. These are reviewed jointly by Extension agents and voluntary leaders serving on committees such as health, betterment of homes and nutrition. The committees discuss the problems, and those with highest priority are selected. Objectives are then made. While each committee has a long time program, they also have a yearly program. For example: An objective for the 5 year program might be "every family to have a vegetable garden and eat vegetables." This objective is then divided into separate objectives for the 5 years.

The program would be reviewed and revised at the county level each year---in order that the five-year objective might be attained.

The objective for the next five-year program includes working with nutrition--especially the need for vegetables--and with poultry. The problem was discussed with local leaders. In-service training programs are given for these leaders.

When an activity is chosen which will further the objective of the program, they make a list of the methods they can use and begin to work on one of the methods to motivate the people in the villages. They get the people together in groups. The leaders work especially with ladies and young girls. The leaders themselves are trained periodically, according to the possibilities of the areas and needs of the people in the areas.

Now the extension service is worrying about choosing the correct methods of working with people. They used to use the demonstration method exclusively. Now they are using other methods--in sequence, since one method will help augment the effect of another, they hope. For example: In the problem of presenting the importance of vegetables in the diet, they may start with a program about the value and function of food. They tell how easy it is to work with vegetable gardens. They have concluded that women like to work more with gardens than with indoor work.

Some programs in Brazil differ from one section of the country to another. The over-all program makes allowances for these regional differences. For example: In the betterment of the home kitchen. In the northern part of Brazil, the climate is very warm and it is often too hot for the homemaker to spend much time in her kitchen. Consequently, these homemakers do not give any value to the kitchen. In the southern part of Brazil, on the other hand, it is cooler, and the whole family often gathers together in the kitchen. In programs in this section of the country, there is much interest in the betterment of kitchens.

There has not been much programming in the area of clothing. Programs in health and sanitation are developed with the cooperation of the sanitation departments. A vaccination program has been developed and carried out. Also a program for the training of mid-wives, with the help of the health department. The emphasis in this area was particularly on the need for sanitation.

In answer to a question as to the way in which Extension helped in the program of training for mid-wives, the delegate from Brazil stated that the Extension agent arranges for the training which is given by the health department. The Extension agent also assists in providing motivation

for participation in the course. She secures the cooperation of the business people, even to providing lodging for mid-wives who come to receive the training. The courses usually last a week. The Extension agent also furnished publicity about the courses--bulletins, and radio, particularly. The bulletins are well illustrated with very little printed material.

There are about 400 home agents in Brazil. There are 2400 volunteer leaders and 1200 groups. The groups average 12 to 13 members per group, or a total of approximately 13,000 members.

Upper Volta

The delegate from Upper Volta teaches in a school of home economics completely separate from agriculture. The school has approximately 100 students. The curriculum includes one year of preparation (if the student only has an elementary school education) and then a three-year course. The courses included in the three-year curriculum are: clothing construction and pattern making for simple garments for children, home maintenance and management, cooking, home furnishing, child care, nutrition, ethics for the family, legislation for the family, French, and arithmetic. At the end of the school year, each student is given a test. The test is administered at the school in which the delegate teaches. There is also an exhibit at the end of the school year.

Parents, community leaders and other dignitaries are invited to attend the exhibit. People attending the exhibit can purchase the clothing and food that is on exhibit. These give the people an opportunity to become acquainted with what home economics is and what it does for the people of the country.

There are six schools in Upper Volta like the one in which the delegate teaches. Only two of the teachers in these schools are of African origin, however. All of the other teachers are of foreign origin--and each of them has different training. The director of the schools is Canadian; many of the other teachers are French. The delegates and the other African teachers were trained in Switzerland.

Some of the information the teachers received in their own training is not applicable to Africa--for example, information on central home heating. The teachers from the various schools, therefore, decided to get together and work out a program that would be suited to the African physical and social culture. Since the examination given at the end of the school year is the same for all students, regardless of which institution they attend, it would be better if all students have the same program at school. A standardized program would also permit the students

to transfer more easily from one school to another, if this should be desirable.

In order for the program to be nation-wide in scope, it must be approved by the Academic Inspector. The teachers have met and agreed on a proposed program. At present, it is being tried out in all of the schools. Then it will be reviewed and revised before being presented to the Academic Inspector for his approval.

Another problem in Upper Volta is the turn-over of teachers. Many of the foreign teachers are on short-term contracts. Since there are only two native teachers, there is the problem of acquainting new personnel with the differences in physical and cultural background between the country in which the teachers received their training and Upper Volta.

Altogether there are approximately 600 students attending the home economics schools, they return home to work in social centers which are supervised by the social service program of the government. In the center, they teach information on homemaking to the village women.

The agricultural program in Upper Volta is even newer than that of home economics, having been established only six months ago. The home economics schools hope to be able to work with the agricultural program when it has been well established.

Common Principles Identified in the discussion of program development were:

1. A home economics extension program must be based on the needs, interests and cultural patterns of the people concerned.
2. It should be planned jointly by the people concerned and the extension staff.
3. Objectives of the program must be clearly stated in terms understood by the people.
4. The objectives of the program must be attainable in terms of the natural and human resources, and the availability of technical and financial support.
5. The program must be within the capabilities of the agent to carry it out.

6. A written plan is important because it helps the agent move toward the objectives; helps the people understand the program and is a base for evaluating progress.
7. The program should be built on long-time objectives and should provide for gradual and continuous progress.
8. The program should be flexible enough to be adjusted in case of emergency or crisis situation.
9. A well planned program indicates how progress will be measured.
10. The objectives of the home economics Extension program must be in harmony with the over all social and economic objectives of the country.
11. The home economics Extension program must be planned and carried out in coordination with related programs.

Topic III - Staff Training

Training is the key to the success of Extension work. Every staff member needs training - national leaders, provincial leader, local workers, supervisors, and specialists.

Mexico

Training in Mexico is provided for agents and supervisors. Short courses are used for training. Since the beginning in 1960, nine training courses have been held. Approximately 150 women have been trained, and of these 117 are now working. In the beginning these courses were 1 month in length, now all are four months long.

In each course the experiences of previous courses are used. Courses include training in nutrition, sewing, carpentry, care of livestock, gardening, human relations and methods of extension work. Technicians from various institutions and agricultural Extension are used as instructors.

The last training course was in supervision. This was conducted by OAS specialists, FAO technicians and three home agents from Puerto Rico.

They have begun special training for specialists. There is now a specialist in furniture making who is studying in a technical school. Two will receive training in home management at the University of Puerto Rico.

Each supervisor supervises 10 agents. Supervisors are selected from the agents who are best. Most agents have been teachers and are graduates of normal school.

Brazil

Extension service began training in 1954. All candidates for Extension must receive special training in agriculture and home economics. Only ten percent of those who work in home economics Extension have advanced training or degrees. Men and women are trained together. Courses are given in philosophy of Extension, program planning, methods, techniques, communication, etc. In 1965 there were ten two-month courses offered in four centers to prepare Extension agents. Each center has specialized personnel. This year 200 girls were trained. The State selects its own staff to do the training.

This is followed by training in home economics in Extension. This training lasts one month and covers nutrition, health, home management, and clothing. Inservice training complements this.

Supervisors receive training twice a year which last three weeks.

The National Service of Extension grants home economics scholarships for study at universities to encourage more staff members to get degrees.

UNITED STATES OF AMERICA - South Dakota

All county workers have a bachelor's degree with a minimum grade point average of 2.6 on a 4.0 system. State workers must have a masters degree or above. On the county staff in South Dakota there are two members out of 49 that have a masters degree. It will soon be necessary to hire more county workers with masters degrees due to the increased complexity of problems that rural women have.

There is also a summer program in which two-year home economics students are hired as Extension agents for the summer in counties which do not have a home economics agent. This is done for three reasons: the girl can decide if she likes Extension work, Extension can decide if she is suited for that kind of work, and the girl can adjust her university curriculum to take care of the shortcomings in her education.

A copy of the schedule used for benchmark study which was the basis for training for home visits was passed out, and Dr. Lyle explained its use.

"We feel that home economics agents must visit homes as a part of their training. This schedule was an organized approach for visiting with women about their problems. The advantages are:

1. We could be sure that staff interviewers would visit all types of homes.
2. The schedule was set up so that it asked about all subject areas and community problems.

The method used in training the agents for home visitation was as follows:

The schedule was gone over question by question. Each of the 23 participants were instructed to ask the questions exactly as written. Then role playing was used so they could practice techniques on each other. Each agent received a letter of introduction to the homemaker so the agents would not be mistaken as representative's of the National Farmers' Organization. The agents were then given an address and asked to bring back a completed schedule by 5:30 P.M."

There was generally a good acceptance of the agents in the community. Only one-third of the staff was trained this way, but it proved to be a highly successful one-day training session.

A stratified random sample of ten percent of the families in the county was used. This was done by taking the name of the fourth family on every page of every township's school tax record. Out of a total of 3,200 families, 328 completed questionnaires were received.

The purpose of the survey was to have a published report which would give program planning information for that and surrounding counties. The survey will be repeated in five years with the worthless questions removed. The survey already conducted will serve as a base for future evaluations. It was developed by home economics specialists in cooperation with the Washington office.

Discussion of the status of home agents if they marry on the job led to a survey of practices followed in the countries represented. All said that whether an agent continues to work or quits after marrying is a personal choice. Some of the comments were:

They often move from the village where they were working and thus may quit.

Some become supervisors.

Most leave.

Married agents are more effective than before they were married.

Married agents have more influence - all trained women are needed so are encouraged to continue.

The following principles were identified regarding staff training:

1. Training of home economics personnel must be based upon the general concepts of home economics and be within the area of Extension responsibility.
2. Training must be directed toward the objectives of home economics, which takes into consideration the social, economic and cultural conditions of the people.
3. Home economics Extension staff, from national leaders to newly employed assistant agent, should have preservice training in the different field of subject matter, including social sciences Extension teaching methods and Extension philosophy.
4. When a home economics staff member is newly employed, or when she moves from one type of Extension job to another she should have induction training related to the new job she is to perform. This should include clarification of roles, responsibilities, organization structure, Extension policies, and background information about the new job.
5. Home economics Extension staff at all levels should continually have inservice training depending on the needs of each individual, the subject matter to be taught, and the situation.

Topic IV - The Role of the Specialist

Denmark

The home economics agent in Denmark takes care of all fields of home economics and house work. She teaches and advises nutrition, cleaning, sewing, washing, etc. There are few specialists and the home economics agent must know something about everything. There is a need for specialists for kitchen equipment and foods surveys, but the question is where shall specialists work and with whom.

There are divided opinions on the correct answer. Some say a specialist should work with the housewife, but most agree that a specialist should work with the agent.

One agent has completed a program in which she gave advice to a group of volunteer housewives. This work showed us where the specialists should work.

The program involved nine families for one year. Conditions were that the household follow a prepared program, that the housewife be not over 35 years and that there be one or more small children in the family.

The program centered around economic and nutritional aspects. The economic area was divided into working economy and expense economy. To improve working economy, the housewife had to keep a record of the hours spent helping her husband with the agricultural work and the kind of agricultural work she did. The agent also observed the amount of time she spent in the house preparing meals, doing dishes, etc.

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For expense economy, the housewife had to keep an account of all the money spent including personal expenses such as clothes, equipment, social security, etc.

For the nutritional aspect of the program, the housewife kept a record of what the family ate at the main meals for two months. After this time, a food survey was conducted for one month. During this time everything that was eaten was weighed and the nutritional value was calculated by a specialist. This food survey was done three or four times until the housewife achieved satisfactory results.

The above things were the basic factors of the program carried out by all of the volunteer housewives, but some of the program was extended to cover individual needs of the participants. At the end of the year, some of the housewives continued with the program in planning the days' work and the budget.

In the report written by the advisor, she said that the most important aspect of the program was the frequent visits of the adviser to the household. The adviser had an opportunity to learn the family habits and traditions. She came to the family as a professional helper, but soon she won the families' confidence and was faced with other problems. The housewives showed an enormous need to discuss their personal problems with someone outside of the family and social circles.

In our advisory work we often forget that many housewives do not like household work. Very often the housewife has not the ability to plan her work and she is not capable of making the members of the family cooperate. One of the most important things in the individual advising is; therefore, to make the members of the family: Men, women, and children to work together for their mutual well being - and besides that to make the other advisors in other fields all cooperate to the benefit of the family. This program has shown that these fundamentals are possible to accomplish. The whole family was fully involved in the new things proposed. For the man it was all an eye-opener and he realized that also he could make use of professional advise and he therefore started to make use of the whole range of advisors available to him within the Extension service.

This experiment showed that specialists should work with the agents and not with the housewives because the influence between the agent and the family is most important.

Here are some general remarks about this kind of Extension service. It is of course quite clear that the mentioned kind of individual advise can only be carried out with a sufficient number of advisors. Many of the Danish advisors have tried to work with individual families, but in most cases their district is too large, and the number of families too great. Another thing to have in mind is that you can only count on the young housewives to be interested. And last but not least it must be remembered that individual advise requires a considerable amount of human understanding and mental qualifications on the advisors side. And we must admit that not all advisors have the necessary abilities. In Denmark we use the expression that advisors must be able to go into the houses where the people wear wooden shoes.

What can be learned from the program

In addition to the remarks mentioned, I should like to stress the fact that all housewives were very impressed with how great a help it was and how much easier the work was when the feeding of the family was planned for longer intervals - for instance 4 weeks.

The way in which the work is done - that is what I call working positions, was thoroughly discussed. As an example: a housewife had the height of her kitchen table increased about 10 centimeters.

Another family had, on the advise of the adviser, put in a door from the utility room beside the kitchen to the garden which had the effect that all members of the family declare that they never before have had so much pleasure from the garden as now.

Other examples are that some housewives had their vegetable garden moved closer to the house and the flower garden altered in such a way that it was easier to keep. A number of housewives used to go to the barn every day after potatoes, but upon the advisor's suggestion they have now made a special potato store room in the house for larger quantities.

Of course there are many other examples of such practical results from the advisors visits. But, I should also like to point out other aspects of the individual advisory work. There was, for instance, the 8 year old girl who would never eat breakfast. It so happened that she was supposed to eat alone. When meal hours were changed and she became company of the other members of the family she ate with a good appetite.

Or let me mention the family with five children, where all seven slept in the same room. The reason was that the father wanted to have the old car changed with a newer model just as the neighbor had done. The advisor was able to persuade the father to use the old car and, instead furnish rooms for the children.

Madagascar

Prospective home economics agents are chosen first for their personality qualities and then trained in a rural college.

Training of these prospective agents is first in co-educational general studies, in their second year they begin to specialize and in the third year boys and girls are completely separate. This training is for both agents who are in charge of rural centers where they teach farm women and teachers.

Many girls and women come to the centers have little education so the course must be organized to meet the needs of those who cannot go to school any more. There are no age limitations.

The rural centers have courses that are three months in length. They have facilities to house 20 girls. In the course they teach the girls general things, and have to teach simply because some of the girls are illiterate.

There is close cooperation between the specialist and the agents in the centers. If they need help the specialists give it to them.

The agents from the centers visit the girls after they return home to see if they are applying what they have learned. If they are applying their knowledge they can return to the center to continue their education.

Turkey

Specialists form a bridge between research and the home agent. There are only a few in five areas--home management, nutrition, child development, Extension matters, and family relations. Each year the specialists arrange short courses for all home agents. The specialists teach all new methods, knowledge, recipes and patterns that have been developed. Each specialist visits agents in their own area and gives the agents advice and knowledge. Agents can also write directly to the specialists for information. Specialists wrote radio speeches, news releases, books, and pamphlets on Extension.

United States of America

An example of the role of the specialist at the federal level in this country was given.

The nutrition specialist keeps in touch with all other agencies concerned with the nutrition of the family that have a federal office: for example, the health department, many research agencies, agencies for standards of quality for food, the manufacturers (processors) of food products. As a result of these contacts, she can often see national problems that every State will have.

For example, five years ago she saw a problem of inadequate diets for teen-agers developing. She developed some material to help solve the problem and worked with 4-H and adults to call attention to the problem.

As soon as she became aware of the problem, she developed a set of slides, and additional materials that revealed what research had shown about the nutrition of boys and girls. This slide set was to be used by State specialists and county home agents with planning groups to help them recognize the problem and the need for its solution. The slides were sent to the States, which in turn used them with county planning boards and local leaders.

As a result, she is recognized as a nationwide authority on teen-age nutrition. She has been quoted in national magazines, and has appeared on a national network television show. Many other national organizations have asked permission to use her work on teen-age nutrition--for example, the Girl Scouts, etc.

The following principles were identified in the role of the specialist:

1. The specialist must be knowledgeable and keep up-to-date in her subject matter area.
2. Primary responsibility of the specialist is the training of the home economics agent in subject matter and to assist in program development and evaluation.
3. The specialist is responsible for analyzing, interpreting, research, results in her area of subject matter to the home economics agents and other interested audiences.
4. Each Extension organization should make an objective and precise clarification of roles as a means for better efficiency. It should be clarified if the specialists is to do reasearch as well as Extension teaching.
5. The specialist is responsible for preparation of educational materials for agents and (when appropriate) for the general public.
6. The specialist is responsible for coordinating the home economics program with research, and with other Extension personnel, and programs of other agencies.
7. The specialist must be prepared to teach subject at all levels, and to be able to teach others how to do this.

Home Economics Research Needed

The need for research to provide facts upon which home economics teaching can be based was brought out as common to all countries. A recommendation was read by a member of the group at the last session of the conference recommending consideration be given in all countries to the need, and that research related to home economics be initiated.

A Poem

Mrs. de Azevedo of Portugal read a poem at the last meeting of the Conference. Here is the poem. "I shall read some verses that I wrote to you with pleasure."

America is the most beautiful country
That I saw in all my life;
We learned here many things of which
the best for me, its love to wife.

I think we learned here one thing
which is very important to our life;
If you want to make the best better,
the husband must, always, love his wife!

Because to love, it's giving everything
not only respect, the friendship and the love,
but also the help and the best you have,
to give the heart you want to love.

And it is the strength of the men
That build the big houses and many things,
It's certainly the heart of the women
that leads the men and everything.

We say in my country, and I think it's true;
teach a man, and you teach a person,
teach a woman, and you teach a family,
and then, you teach and lead a nation.

So, I think the 4-H Clubs
are the best example to us, the others.
Then they teach the boys and the girls,
to be better husbands, wives and mothers!

I am very pleased to have come here,
and I want to take this unique opportunity,
of thanking all the people who have been so kind,
so hospitable, and helpful to us and to me!

